DOCUMENT RESUME

ED 213 498 PS 012 685

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TITLE My Country: United States Air Force Child Care Program Activity Guide.
INSTITUTION Air Force Manpower and Personnel Center, Randolph AFB, TX. Entertainment and Family Activities Branch.
PUB DATE [78]
NOTE 21p.; For related documents, see PS 012 683-689.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Citizenship Education; Curriculum Guides; *Day Care; Early Childhood Education; Educational Resources; Group Activities; *Learning Activities; Learning Centers (Classroom); *Preschool Children; Teaching Methods; Vocabulary
IDENTIFIERS *Air Force; Military Dependents

ABSTRACT

This program activity guide provides basic understandings, suggested teaching methods, vocabulary terms, suggested group activities, ideas for interest centers, and lists of resources to aid teachers and caregivers teach children in Air Force preschools and day care centers about their country and national heritage. (Author/RH)

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UNITED STATES AIR FORCE CHILD CARE PROGRAM

PROGRAM ACTIVITY GUIDE

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M Y C O U N T R Y

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This guide is one in a series designed to help teachers and caregivers in Air Force preschools and child care centers plan activities for children. It was prepared by HQ AFMPC/MPCSOB, with assistance from Dr Carol Seefeldt and Ms Linda Brant, child development consultants. The publications and audio-visual materials mentioned herein are provided as examples only. This does not constitute sponsorship or endorsement of these publications and materials by the Air Force.

M Y C O U N T R Y

1. BASIC INFORMATION NEEDED BY TEACHER/CAREGIVER.

Children under the age of 5 have little or no understanding of what a country is. They only understand the world of here and now--the world they themselves live in and experience. Teaching children about their country first means teaching them about who they are and how they fit into their own community. Only after children understand themselves in relation to their family, the center, the base, and the community in which they live can they begin to develop an understanding of country. Therefore, it would be wise to introduce a unit on "My Country" after the children have had other units such as "All About Me," "My Family," "My School," etc.

At the time when preschool children are learning to interact with others in their home and community, they are becoming aware of other people within their own country and in other countries. Especially for the children of Air Force families, one can't really teach about "My Country" without comparing the United States to other countries. Therefore, children usually develop their understanding of country and homeland at the same time they develop the concept of other countries.

Usually children learn about other countries when their parents and teachers point out how Americans are different from others. Negative comparisons may be detrimental to children's self-concept and to world unity. Rather than discussing how we differ from others, try to focus on how we are alike. Stress the things that unite all people everywhere: the need for food, shelter, love, security, and protection. Focusing on likenesses will help prevent children from stereotyping others and help them develop a sense of the greatness and uniqueness of the United States, a country which is made up of people from the entire world.

Patriotism is the love and loyal support of one's country. Patriotism includes the special attachment to a country's land and people, admiration for its customs and traditions, pride in its history, and devotion to its well-being. Patriotism is a common attitude or feeling. It has existed from the most ancient civilizations to those of today. In times of war, patriotic songs and slogans have helped unite citizens in support of their country. Creating an appreciation for the common memories, history, hopes, and traditions helps children develop patriotism. Honoring symbols such as the national flag and national shrines and monuments helps instill love for country.

Patriotism also suggests serving one's country. This concept can be fostered in small children by encouraging them to respect other people's ideas, share toys, and take care of property, such as items belonging to the child care center. Making something more beautiful by planting flowers, cleaning up a playground, or throwing litter in the trash can also help children develop the attitudes of a good citizen.

Patriotism begins with each child's concern for himself and grows to include his or her family, child care center, Air Force base, community, state, and country. Patriotism can mean love of homeland with no special political involvement. It can be as simple as love for the physical features of our land, including mountains, plains, and rivers.

In teaching a unit on "My Country" it is important to emphasize those parts of our heritage which nurture respect for self and country and which broaden and enrich children's lives.

2. BASIC UNDERSTANDINGS.

I am an American.

I belong to a family, community, city, and state.

I live in the country called the United States of America.

People live in other countries.

There are many people in the world.

The United States of America is a special country to me.

It is my country and it is made up of people who come from all over the world.

The United States is special because each individual is valued and respected.

Each American takes part in making and keeping rules.

An American can express him- or herself and each has the right to protection.

3. WAYS OF INTRODUCING THE SUBJECT TO CHILDREN.

Ask children to tell you what they know and understand about their country. This will help you decide what experiences and activities are appropriate for your group of children. Some questions you might ask the children are:

- What is a country? Can you give me an example of a country?

- Do you know the name of the country you live in? What country were you born in?

- Do you know the names of any other countries? Do you know any people who live in other countries?

- What else can you tell me about countries?

Ask one of the children's parents who was born in another country to tell why America is special to them.

Bring a globe or a world map and have the children and staff point out where they were born. Talk about cities, states, countries to encourage the growth of the concepts near and far.

Point out the USA on the globe, then hold up a map of the US to show the children more details of their own country.

Have a special flag ceremony. Play the "Star Spangled Banner" and recite the Pledge of Allegiance. Tell the children that they will be learning more about the special country they are a part of...the United States of America.

Make a bulletin board using pictures from magazines which represent any of the following aspects of America:

- The different areas in our country--mountains, deserts, parks, oceans, etc.

- Famous people--Washington, Jefferson, Lincoln, Susan B. Anthony, Martin Luther King, Paul Revere, John F. Kennedy, Ronald Reagan, Eleanor Roosevelt.

- Famous buildings--White House, Capitol, Washington Monument, Empire State Building, Lincoln Memorial, etc.

- Symbols of our country--the flag, bald eagle, "Uncle Sam," Liberty Bell, etc.

4. <u>VOCABULARY</u>.

Country
United States of America
Community
People
Neighborhood
State
City
World
Same
Different
History
Settler
Ancestor

5. ACTIVITIES FOR GROUP TIME.

Music

There are many songs that can help children develop feelings of belonging to America. The following is a list of songs found in most children's songbooks:

Yankee Doodle
This Land is Your Land, This Land is My Land
My Country 'Tis of Thee
Battle Hymn of the Republic
Dixie
America the Beautiful

Other songs that are unique to America and point out the variation that exists in our country should also be introduced to the children. These are the familiar folk songs that are a part of our American tradition and should become a part of the children's heritage. These are also found in most songbooks and include:

Way Down Yonder in the Paw Paw Patch
Liza Jane
Get on Board
Jimmie Crack Corn
The Farmer in the Dell
Bingo
The Muffin Man
Oh What a Beautiful Morning
Davey Crockett

Try to find the songs that are unique to the area in which the base is located if you are at a CONUS base. Each region has its own folk songs that the children can learn.

Dances are unique to our country too. Teach the children the song "Skip to My Lou." As you sing and skip, hold a child's hand and have them skip with you. Most young children will just be learning to skip so do not expect all the children to be able to skip well. Do encourage them to dance to the music.

The following are examples of records which include songs about our country. Records of this type offer children the opportunity to dance and move and sing to music as they learn they belong to our country.

"Patriotic and Morning Time Songs" by Hap Palmer
Educational Activities Inc.
Freeport NY 11520

"Sing Children Sing" (Songs of the United States of America)
Caedmon Records
505 Eighth Ave
New York NY 10018

Produced by arrangement with the United States Committee for UNICEF.

"It's a Small World", Disneyland Record. Available at music stores, contains 18 children folk songs from around the world.

Fingerplays and Poems

MARCHING SONG

Bring the comb and play upon it!
Marching, here we come!
Willie cocks his highland bonnet,
Johnnie beats the drum.

Mary Jane commands the party,
Peter leads the rear;
Feet in time, alert and hearty,
Each a Grenadier!

All in the most martial manner
Marching double-quick;
While the napkin, like a banner,
Waves upon the stick!

Here's enough of fame and pillage,
Great commander Jane!
Now that we've been round the village,
Let's go home again.

Insert name of children in the group when possible.

From A Child's Garden of Verses. Robert Louis Stevenson. NY: Random House, 1978. Used with permission.

Stories and Games

Young children under the age of 5 do not usually understand how to play complicated group games involving teams. They do, however, benefit from taking part in circle games. Circle games let everyone play. Children can join in and leave when they wish. Many circle games are a part of the traditional heritage of our country. You can teach the children:

The Farmer in the Dell
Here We Go Round the Mulberry Bush
Did You Ever See A Lassie
Hokey Pokey
Looby Loo

When possible, tell the children the history of the game. For instance, "Looby Loo" was sung a long time ago before houses had bathrooms. Every Saturday night the wooden wash tub would come in from the back porch and water would be heated on the wood-burning stove. When the water was hot, the mother would pour it into the tub. But it might be too hot, so some cold water was added. Then the children would sing, "You put your right hand in, you take your right hand out and you shake it all about." They would repeat testing the water and singing this song until the water was just the right temperature. Then they would put their wholeselves in, "All on a Saturday night."

Johnny Cakes

To the American Indians corn was a most important source of food. Some Indians believed that corn was a gift from the Creator to be respected and honored. When the early settlers learned about corn from the Indians, they borrowed many recipes. Among these was the recipe for Johnny Cakes. Some people believe the original name for these cakes was "Journey Cakes" because hunters and traders carried these when they went on long journeys. Johnny Cakes became very popular among the settlers. Served hot or cold with butter and maple syrup, they were a tasty addition to a meal.

To make 12 to 15 Johnny cakes, you need:

1 egg
2 cups cornmeal
1 teaspoon salt
1-1/4 to 1-1/2 cups milk

Beat egg; stir in cornmeal, salt and enough milk to make a thick batter. Drop by spoonfuls onto a well-greased hot griddle or heavy skillet. Fry until golden brown on each side.

Popcorn

If possible, get some "popcorn on the cob." Shell it with the children. Place an electric popper in the center of a large sheet. Add oil and corn, leave the top off and watch the corn pop! Make sure children sit far enough away from the popper to avoid getting burned by oil splatters. Talk about what makes the corn "pop." A popcorn kernel "pops" when the moisture inside is heated and changes into steam. The hard covering keeps the steam from escaping, causing pressure to build up inside the kernel. The pressure finally bursts the kernel and the corn pops. Although the children won't fully understand this concept, they will learn that foods change when heated.

Apples

Early day settlers used apples as a source of food. Johnny Appleseed is credited with planting and caring for many apple trees in Ohio and Pennsylvania.

Johnny Appleseed was the name given to John Chapman, a pioneer who became a legend in American history. Johnny Appleseed is credited with planting and caring for many apple trees in the Ohio Valley.

Early-day settlers used apples in many forms: applesauce, baked, raw, dried. To make applesauce follow these directions:

Applesauce

Let the children slice the apples after you core them. Give them plastic knives. These are strong enough to cut the apple but safe for the children. Put the apples in a big pot containing 1/2 cup of water. Give each child a small paper packet of sugar and let each one add this to the apples. Each child can also add 2 or 3 hot cinnamon candies for color and flavor. Cook apples over low heat. Let the children "peek" often so they can observe the changes that take place as the apples cook or cook in a glass pan or coffee pot.

Bread

Baking bread played an important role in the lives of early-day Americans. Make your favorite bread recipe. Give children small chunks of dough to knead and shape. Let them make whatever shape they choose. Bread can rise on cookie sheets. The children can take their baked bread home to share with their families or eat it at the center.

They can sing a bread making song to the tune of "Here We Go Round the Mulberry Bush"...

This is the way we knead our bread, etc.
This is the way we shape our bread, etc.
This is the way we eat our bread, etc.

(You should make enough bread dough to allow for tasting while the children are shaping and kneading.)

Large Muscle

Parades are a part of our American heritage. Teach the children to march. Chant as you beat a drum:

Hear the beat, beat, beat
Of the feet, feet, feet
Of the children as they walk
Down the street, street, street.

Ask the children to chant with you. Each child can have a drum for a marching parade. Make drums from coffee cans, ice cream containers, or oatmeal boxes.

Our ancestors had a special way of washing clothes using washboards (now available at many hardware stores). Let the children fill some tubs (an old wading pool works well) with water. If possible, let them carry the water from the faucet

to the tub. Talk about how people used to carry water from the well or river to the house. Give the children small pieces of cloth and let them scrub their clothes clean. Add some liquid detergent for "bubbly fun." Have children think about how their ancestors washed clothes as compared to the way their parents do it.

Indians used log bridges to get across streams of water. A log bridge can give your children a new way to work on developing body control. If you can, get logs, sections of utility poles, or railroad ties for the playground. The ends can be secured in mounds of dirt for permanency, or left loose. Not every child will walk the length of the "bridge" without losing his/her balance. Some children will need to hold onto an adult's hand until they develop the necessary balance and coordination for walking the bridge. For those who "fall off the bridge," encourage a cool, refreshing swim in the pretend river below.

Indians and early settlers traveled the rivers in canoes. Canoes were made from native tree bark and much ability was required in handling them lest the boat tipped over. Construct a cardboard canoe for the children to travel the rivers. You will need:

4 strong cardboard cartons (all the same size)
glue, twine, masking tape
newspaper for paddles

Cut tops off boxes and save. Glue boxes together (or tie with twine). Cut pointed ends of canoe out of box lids. Tape in place.

Paddle: Stack four sheets of newspaper opened to full size. Beginning at one end, roll paper tightly, gradually making one end larger than the other. Tie paddle tightly in the center. Put tape around narrower end for the handle. Flatten wider end and tape into a paddle shape.

Adapted from Texas Day Care, Bicentennial for Children, State Department of Public Welfare, John H. Reagan Building, Austin TX, July 1976, Number 46. Used with permission.

Other Experiences

Many types of field trips can be taken to acquaint children with their country. Check your own community to know what resources are available to you. Some suggested ideas are:

- Visit a museum.

- Tour a botanical garden to see the many kinds of plants grown in our country.

- Visit an art gallery.

- Visit an antique store. Make arrangements with the owner to set up a display of items children can touch and experience without fear of breakage.

- Visit local craftspersons such as a weaver, whittler, quilter, pottery maker, furniture restorer, etc.

Guest speakers are always fun to have at the center. Once again, it will be necessary to check your local resources. Some ideas are:

- Park ranger to talk about our national parks and forests.

- Representative from local congressperson's office.

- Local craftsperson to demonstrate his or her craft to the children.

- Representative from the local DAR Chapter to talk about the history of our country.

- Representative from the League of Women Voters to talk about why people vote and how laws are made.

- Someone who was raised in another country to talk to the children about what it means to live in America.

- Base librarian to share information about important documents such as Declaration of Independence or the Constitution.

Have a "My Country Day." Encourage parents to stop by the center, perhaps during their lunch hour. Display art projects. Children can be costumed in the hats described in this unit. Have a flag ceremony and a marching parade. Encourage children to show their parents the old tools, kitchen utensils, canoe, Liberty Bell, etc.

Routine Time

Snack time and meal time offer opportunities to introduce children to the vastness and diversity of their country. As you eat peaches from Georgia, oranges from Florida, avocadoes from California, cherries from Michigan, or pineapples from Hawaii, tell the children where the food was grown. You might locate these places on a map for the children. Put a paper orange on Florida, a pineapple on Hawaii, etc. Talk about the differences in climate in the regions where food is produced. For instance, oranges grow in Florida because they need warm temperatures and sunshine. Salmon lives in Alaska because the streams are cold. Decorate the lunch room with pictures from regions where food is produced.

Take the seeds from the different foods, such as apples, and plant these inside. As they grow, remind the children that these plants came from the seeds of the apples they ate last month. Avocadoes, carrot tops, and pineapple tops all grow well.

Part of the reason we are proud to be Americans is because we are able to establish our own rules. Have the children determine the rules for something. It may be that you need rules for using the blocks, getting ready to go outside to play, or for using the books. Ask the children what rules they think they should have. The children will probably think of too many rules so you will have to help them think of the two or three most important ones. After the rules have been decided on, post these in the area. Then encourage children to keep these rules for they themselves have made them.

Voting is another way children learn to set rules and follow the will of the majority. Voting is a very important privilege for Americans. Plan activities that the children can vote on. You might want to take a vote to see if you will play Looby Loo or Farmer in the Dell. At first, you will have to let all the children win, with the group voting for Looby Loo playing in one part of the room and the "farmers" in the other. Vote to make vanilla or chocolate pudding for snack, with each one receiving the pudding for which they voted.

Pretend you are living in the 1800s and use candlelight during snack or lunch time. This must be closely supervised. Talk about what our ancestors used for light before the days of electricity. Bring oil lamps to show the children another form of lighting.

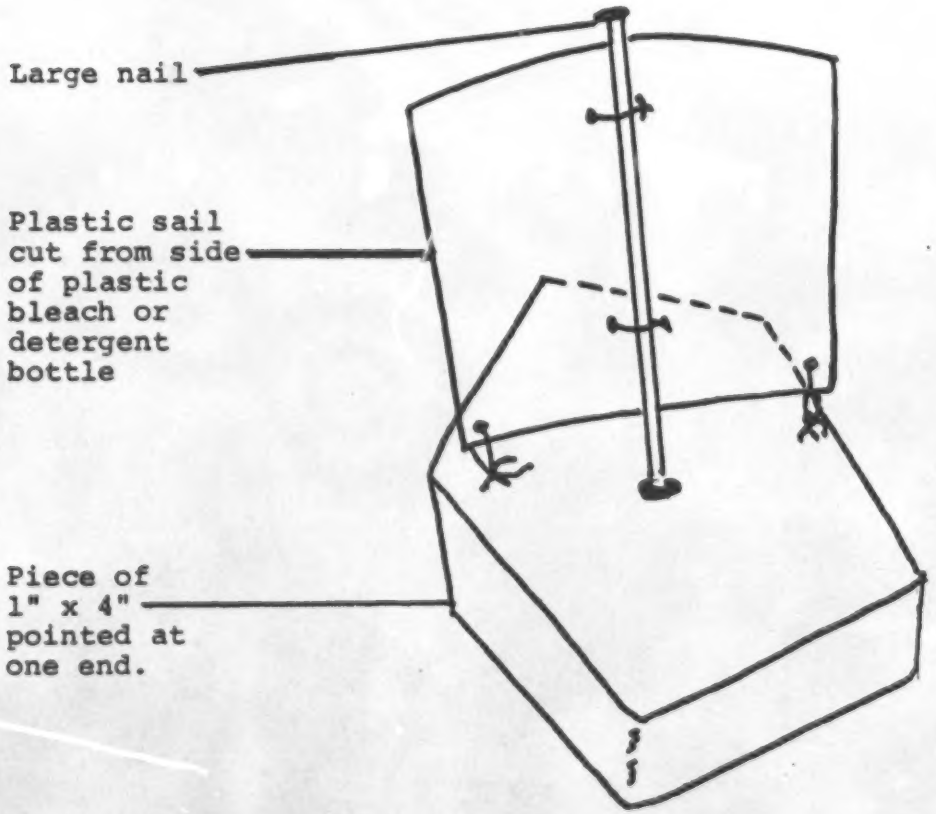
6. INTEREST CENTERS.

Science and Discovery Center

Bring old tools or kitchen utensils to the center to show the children what items were used years ago and have the children compare an old hand egg beater with an electric model, Which is faster? Which is quieter? Which takes electricity? Other items which could be brought to the center are a coffee grinder, oil lamp, candles...anything that was once used in day-to-day living.

Sailing ships brought the first immigrants to America. Some ships sailed along the coastline carrying items such as tea, candles, and other goods that could be traded with the colonies in exchange for goods which would be taken back to Europe. Fishermen used sailing ships to catch the fish they needed. Have the children build some sail boats. Use the directions below. Before the "sail" is attached, let the children experiment with air. When air is blown toward it, does the ship move more quickly through the water with or without the sail? Talk about what happened to sailing ships when no wind was blowing or when there was a storm with a very strong wind.

Adapted from Texas Day Care. See reference on page 10.



Take a field trip around the center or the base to collect different types of rocks. Another trip could be to collect different types of seeds and still another to find out how many different types of plants grow on base. Be certain, however, that the seeds, flowers, or plants you collect on the field trip are not dangerous to children and that the children know not to eat these. Display the seeds on the science table. Make a rock or shell collection from the area. Discuss the variety of plant life you found, relate it to the variety of plants found in other parts of our country.

Dramatic Play Center

The Indians used the tepee for a dwelling in some parts of the United States. Construct a simple tepee for the children to play in. They can pretend they are Indian children living many years ago. Tell stories inside or have a cozy chat with several children. To make a tepee: Sew two or more old sheets together. Drape sheets over a free-standing coat rack. Anchor outer edges with heavy blocks. (This tent works well outside with a volleyball stake for the center pole.) Draping a sheet over a table doesn't give the tepee effect, but the children still enjoy the fun of being in a tent.

Frontier women considered the apron an absolute necessity. They used their aprons as baskets by gathering up the bottom edge of the apron and filling it with vegetables, eggs, laundry, etc. Put plenty of aprons in the prop box for the children to play with. Demonstrate to them how the women carried things in their aprons. Let the children use the aprons for picking up toys at clean-up time.

Pioneers used weed brooms to clean their floors. Cut a broomstick or dowel about 24 inches long and saw a groove about 1 inch from the end. Have the children pick up long, dried weeds and grasses. Use a heavy piece of cord to tie the weeds tightly at the groove.

Acquaint children with the history of our country by bringing in old tools, kitchen utensils, and clothing for dress-up. A sunbonnet gives children the feeling of playing pioneers and a cowboy hat can make a child feel like J. R. Ewing!

Provide white wigs so the children can pretend to be our country's founding fathers. These wigs are usually available at the exchange during the Halloween season.

Do an experience story called "I'm Proud to be an American." Ask the children to tell why they are proud to be Americans. Write their answers on a large sheet of newsprint. Read the finished story to them.

People everywhere communicate. Most likely children in the center will be familiar with the idea that people use different languages. Teach the children a few words in another language, such as "good morning," "good-bye," or "thank you." Children who can say a word or two in Spanish, French, or German are very proud of their accomplishment and can begin to feel they are a part of the worldwide community. Let the children know that people all over the world are the same for we all use language to communicate, but that different people in different parts of the world may use another language.

English	Spanish	German	French
Thank you	Gracias	Danka	Merci
Good morning	Buenos dias	Gut morgan	Bon Jour
Good-bye	Adios	Auf wiedersehen	Adieu

Write letters to people living in other countries. The children can dictate the letter to you. Send the letter to a child who has moved from the center and is now living in another country or another state within our country. Using the globe or US map, point to the place where the letter will be sent.

Ask the children to finish the sentence "The United States of America is special to me because...." Write each child's sentence in his or her book.

Art Center

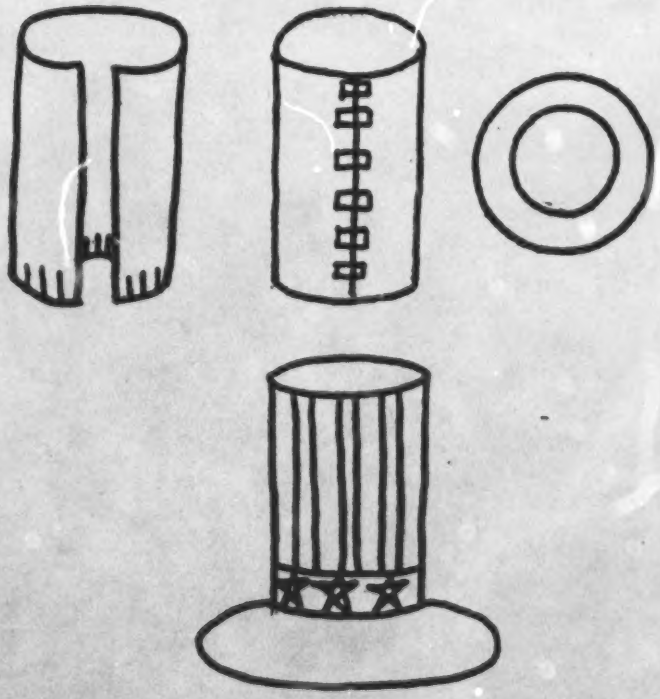
Provide red, white, and blue paints for the easel.

Make scrapbooks called "The United States of America." Have the children collect pictures from magazines that tell something about our country. They might find a picture of the flag, president, the White House, Yellowstone National Park, a bald eagle, "Uncle Sam," a celebration, or parade.

Make drums from any large cans. For the drum head, take two pieces of brown wrapping paper glued together. Cover this with cheesecloth. Cut this 2 inches larger than the top of the can. Fasten the drum head tightly with string or strong rubber bands. Shellac the top and you will have a strong drum. Paint the can or decorate it with construction or contact paper. You will need a set of drum sticks to produce a marching beat. Use two pencils or dowels and two styrofoam balls. Poke a hole into the foam balls and insert the pencils or dowels into them.

The bald eagle is America's symbol. You see it on government buildings, on money, and used as a decoration in many early American homes. It stands for the courage of this country. Draw eagles on sheets of brown paper. Let the children cut out the eagles and decorate with beaks and eyes.

Make Uncle Sam's hat. Tell the children the story of Uncle Sam: "Uncle Sam is everyone's uncle. He is a tall, thin man with striped pants and a very tall hat. Uncle Sam wears a vest that is decorated with stars. You can see his picture on posters, in newspapers, and in magazines. Uncle Sam is not a real uncle. He is a picture that stands for the United States of America."

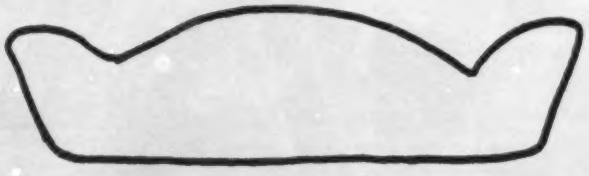


To make Uncle Sam's hat, roll a large sheet of construction paper into a cylinder to fit a child's head. Allow 1 inch for overlap. Measure 1 inch from bottom and draw a straight line. Cut slits along this line; slits 1/2 inch apart and 1 inch deep (Figure A). Tape cylinder securely. Fold slits away from bottom, (Figure B). Draw a circle on another piece of paper. Cut out center of the circle to make the brim (Figure C). Slip brim over hat and tape in place using the tabs for support. Decorate hat with red, white, and blue stars and stripes (Figure D).

Make the Liberty Bell. After the Declaration of Independence was signed in Philadelphia in 1776, the Liberty Bell was rung so hard it cracked. If you want a large bell, roll a large sheet of tagboard into an open cone. The top opening should be smaller than the bottom, but not closed. Tape the paper and trim any excess from the top and bottom to form a bell shape. Punch two holes opposite each other about 1 inch down from the top. Thread a piece of yarn through the holes and tie...now the bell can be hung. Make the clanger from a ping pong ball or a small styrofoam ball. Poke a hole completely through the ball with a sharpened pencil. Knot a piece of yarn and thread the unknotted end through the clanger. Tie the end of the yarn with the ball to the loop in the inside top of the bell. Decorate the bell with "1776," the country's birthdate. Remember to draw the crack.

Make small bells out of egg cartons cut apart.

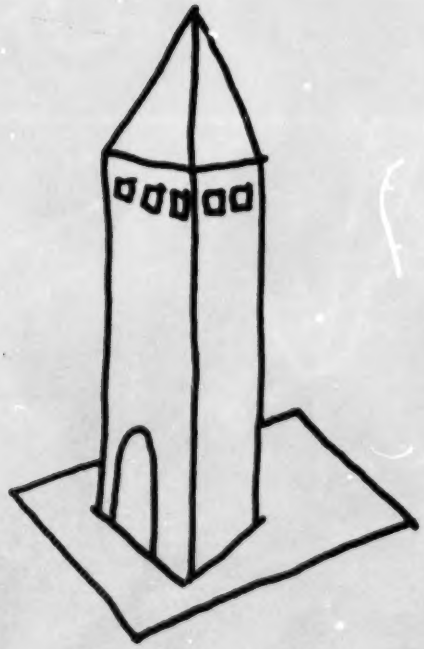
Make hats like the Colonists wore. Cut three pieces of red, white, and blue construction paper. Staple together at the corners.



Make a replica of the Washington Monument. Tape or glue two quart milk cartons together. Make a tapered top using construction paper and glue it to the milk cartons. Make a base of wood or use the top of a cardboard box. Apply white paint or cover the monument with white paper.

Make a mural titled "My Country." Divide a large sheet of paper into sections with a felt-tip pen; give each child his or her own section to paint his or her ideas of what our country is. Some may paint people; others, landmarks or symbols of America. Hang the mural in the center. After the group has enjoyed the mural, cut it into sections so each child can take his or her own painting home.

Children in colonial days made samplers. A sampler demonstrated the many stitches a child could sew. Have your children make samplers by coloring on pieces of white fabric stretched over cardboard. For permanence, place several pieces of white paper over and under the finished product and iron.



Reading and Listening Center

Books about country which can be read or shown to children include:

A Pocket Full of Cricket. Rebecca Caudill, New York: Holt, Rinehart and Company, 1964.

The Little House. Virginia Lee Burton, Boston: Houghton Mifflin Company, 1942.

The Thanksgiving Story. Alice Dalgliesh, New York: Charles Scribner's and Sons, 1954.

Make Way For Ducklings. Robert McCloskey, New York: Penguin, 1976.

Blueberries for Sal. Robert McCloskey, New York: Penguin, 1976.

The Secret River. Marjorie Rawlings, New York: Charles Scribner's and Sons, 1955.

The Little Red Lighthouse and the Great Gray Bridge. Hildegarde Swift and Lynd Ward, New York: Harcourt, Brace and Jovanovich, 1974.

The Fourth of July Story. Alice Dalgliesh, New York: Charles Scribner's and Sons, 1956.

Mr Revere and I. Robert Lawson, New York: Dell Publishers, 1973.

Story of the Lincoln Memorial. Natalie Miller, Chicago: Children's Press, 1966.

Story of the Star Spangled Banner. Natalie Miller, Chicago: Children's Press, 1965.

Jonathan Visits the White House. Peter Benchley, New York: McGraw-Hill Book Company, 1964.

If You Lived in Colonial Times. Ann McGovern, New York: Scholastic Book Services, 1964.

If You Sailed the Mayflower. Ann McGovern, New York: Scholastic Book Services, 1969.

7. CAREGIVER/TEACHER RESOURCES

Pictures and Displays

Write to the governor's office at the state capital and request free materials (pictures and booklets) about the state. Display these for the children.

Contact local congresspersons and request materials on the United States of America. They will send you booklets, pictures, and pamphlets describing our nation.

Write to Superintendent of Documents, US Printing Office Washington DC, and request a catalog of free materials on America.

Contact the chamber of commerce for pictures and posters of the city and local area.

For a full-color guide to all the national parks, write to the Consumer Information Center, Pueblo, Colorado 81009. Ask for the Guide to National Parks. Enclose 70 cents.

Travel agencies may share their discarded posters of places in the US or other countries. Write to your state or city trourist information office and ask for a tourist packet. To obtain the address, contact the local Chamber of Commerce. These packets usually include maps, historical information, and sites of interest.

People in the Community

To discuss the history of our country you could contact the American Legion, historian on the base or local librarian. Other organizations concerned with protecting the past may be contacted, such as the local civic association, historical association, Veterans of Foreign Wars, Daughters of the American Revolution, retired military organizations, League of Women Voters, etc.